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THE COMMONWEALTH OF MASSACHUSETTS

BOARD OF REGENTS OF HIGHER EDUCATION

ROOM 619, MCCORMACK BUILDING

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GOVERNMENT DOCUMENTS
COLLECTION

1985 - 1986
ANNUAL REPORT

BOARD OF REGENTS LONG RANGE PLAN FOR PUBLIC
SEP 8 1988 HIGHER EDUCATION IN MASSACHUSETTS

University of Massachusetts
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Introduction

In March 1986 the Board of Regents of Higher Education marked five years of governing the Commonwealth's public system of higher education. The Long-Range Plan for Public Higher Education in Massachusetts (Phase I) adopted in June 1982 set forth an agenda designed to assure a higher education system of high quality, responsive to changing educational needs, accessible and accountable to the public. Like the Board's enabling act, the Plan strove for a productive balance between institutional autonomy and central systemwide governance. A new planning process requires each college and university to prepare its own five year plan within common policy guidelines and general mission statements, while statewide planning and program review is conducted by the Regents. The integration of these two levels of planning allows accommodation of institutional concerns to statewide program priorities and resource allocation.

Available objective measures suggest that Massachusetts public higher education has made important strides since 1981. Long criticized for underfunding its system, the Commonwealth now stands ninth among the fifty states in expenditures per student, and seventh when the figure is adjusted to the structural needs of the system, according to the most widely used national analysis. Our standing is even better on an analysis of "The Condition of Public Higher Education Systems" prepared by the University of Kentucky for that state's legislators. This new index, which balances public support against indicators of need for higher education, ranks us third behind two Western states, California and Utah.

The continuation of such firm commitment to higher education on the part of the people of Massachusetts and their elected representatives depends upon the system's ability to frame its priorities, articulate its needs, and assure both responsive attention to public demands and responsible allocation of public resources. Long range planning is an essential part of our effort to fulfill those conditions.

Review and Approval of Institutional Plans

The systemwide planning process instituted by the Board in 1982-1983, with each college and university developing a five year plan, updated annually, within the common policy guidelines established by the Regents, has three major objectives: to develop on each campus an effective long range planning capability; to assure that institutional plans are consistent with systemwide policies; and to provide the Regents with campus perspectives on statewide issues and priorities.

By 1984-1985, the midpoint of the first five-year planning period, all campuses had plans approved by the Board. During the summer and fall of 1985, as part of the update review process, members of the Regents' planning staff visited many of the campuses to discuss both the individual institutions' plans and the next steps for planning in the system. These visits revealed serious concern with planning on the part of presidents, administrators and faculty. They also raised some useful points which will be incorporated into future guidelines and procedures.

The 1985-1986 campus planning cycle emphasized enrollment planning, as described below. Therefore the Board did not require submission of the usual update of the five-year plans. That some campuses nonetheless chose to prepare general updates is another indication that ongoing planning processes are firmly established.

Enrollment Planning Project

Recent high school graduates have traditionally constituted the great majority of college entrants. The number of high school seniors in Massachusetts has dropped by 13% since 1978, and a further 22% decline is projected by 1995. Higher education enrollments, unlike those of primary and secondary school, do not depend directly on the size of a narrow demographic cohort; thus they have actually increased since

1978, mostly because of increasing participation by older students. The sharp decreases in "traditional" students will be followed by a gentler upswing, recouping most of the loss by the first years of the next century. Nevertheless, for the rest of the twentieth century Massachusetts higher education will confront serious challenges arising from rapid demographic change. To help meet these challenges, the Regents have initiated an integrated process of systemwide and institutional enrollment planning.

The Regents' Enrollment Planning Project is a multi-year project designed to provide a longer term demographic context for institutional and systemwide planning by foreseeing the potential impact of demographic changes on public higher education in the Commonwealth, and creating a framework for comprehensive and appropriate responses. The project builds standard demographic data into interactive enrollment forecasting software tailored to individual campus enrollment patterns, allowing easy annual updating of forecasts.

Although campus forecasts will thus be based upon enrollment patterns specific to each institution, standardized demographic forecasts by city and town, produced by the Center for State Demographic Projections, will be used by all campuses in making their enrollment forecasts.

The Center, an important "spin-off" of the Enrollment Planning Project, is located at the Massachusetts Institute for Social and Economic Research of the University of Massachusetts, Amherst. Initiated by a group of state agencies and supported by state funds, it will provide detailed, biennially updated city and town demographic forecasts for a variety of planning purposes. Provisional projections for 1985 and forecasts for 1990 and 1995 were released on June 6, 1986, for use by the Regents and other participating state agencies. The forecasts have also been enthusiastically received by regional planning agencies, which will assist in developing revised local area figures. The Center is thus an important new resource for public service economic development planning in the Commonwealth.

The basic goal of the EPP is to improve administrative effectiveness in public higher education. Major demographic changes are coming and neither the pace nor the geographic distribution of these changes will be uniform. Campuses will experience different types of application and enrollment shifts. Flexibility will be key in the face of significant changes; anticipation of these changes and their potential impact is an effective way to build an understanding of the

need to embrace change. Enrollment planning, integrated with long range planning, must take place at both the campus and systemwide level. The interactive software developed for the Project enables campuses and the Board of Regents to forecast enrollments under a variety of assumptions.

Each campus is developing an enrollment plan, using guidelines and software supplied by the Board of Regents. The Board has also conducted enrollment planning seminars, scheduled individual meetings with institutional planners, and provided comments on preliminary draft plans. Five-year enrollment plans were submitted in June 1986, in place of the regular campus plan updates.

Campus and systemwide enrollment forecasts will be updated annually. Revised campus enrollment models incorporating the most recent demographic projections have been distributed; the new models for four-year campuses offer the option of a ten-year noninteractive forecast. In addition, a twenty-year unadjusted projection was prepared for facilities planning purposes.

Because of widespread interest in the Massachusetts approach to enrollment planning, several groups have requested presentations on the EPP. Regents' staff have given demonstrations and lectures to a Regents' seminar at Amherst and to the State Higher Education Executive Officers, the National Council of Heads of Public Higher Education Systems, and the Regional Conference of the Society for College and University Planning; and in July 1986 to the national conferences of SCUP and the Higher Education Data Sharing Consortium.

Integration of Planning and Budgeting

Last year, the Board of Regents moved toward closer integration of budgeting and long-range planning by incorporating the campus FY 1987 general budget narrative into the five-year plan update. As this year's planning cycle emphasized enrollment planning, each campus was asked to provide with its FY 1988 budget request a general narrative placing the institution's priorities in the context of its long-range plan. Any relevant revisions of the missions, goals and priorities established in the plan were to be noted and explained. The new funding request guidelines stressed that proposals supported by strong institutional planning and commitment, including specific provisions for current and future resource reallocation, would have the best chance of success in the budget process.

The importance of the planning context was made clear at the start of the statement of priorities:

The Board of Regents' goal for Fiscal Year 1988 is to present a budget that will address the most urgent needs of each campus and the system, while increasing our flexibility to use our resources where they are most needed. We must offer the best possible rationale not only for individual requests, but also for the overall importance of strong public support for higher education. The FY88 budget request should carry forward our integration of planning and budgeting both by greater attention to future resource reallocation, and by placing priorities in the context of long range planning goals as well as immediate needs....

The initiative in comprehensive facilities planning, described below, includes consideration of operating budgets for plant maintenance as well as capital outlay.

Facilities Planning

For two years the Board has worked closely with the Division of Capital Planning and Operations to improve the capital planning and budgeting process for public higher education. This cooperation has been made possible by the progress of planning efforts in higher education. DCPO draws on long range institutional plans in campus master planning and in evaluating capital outlay requests, and participates in the Center for State Demographic Projections.

During 1986 collaboration with DCPO intensified as a result of the Governor's decision to present a Special Message on higher education's capital needs. The first comprehensive systemwide facilities planning undertaken by the Regents required the participation of planning, budget, facilities, and academic affairs staff at the Regents, as well as campus personnel. To provide a longer-range view of enrollment prospects, a new computer model was produced allowing simulation of demographic change to 2005. The Special Message and supporting documents will be completed in the Fall of 1986.

Academic Program Review

The value of the statewide program review process to program planning and resource allocation was underlined by a \$12.5 million appropriation in an FY 1986 supplemental budget for nursing and engineering equipment, as recommended in reviews of those fields. This represents an important milestone for the Board of Regents, as a process laid out in its Long Range Plan was carried through in the academic review, and resulted in reserve funds to implement the recommendations. A Nursing Advisory Committee has been established to monitor the implementation Nursing review.

As a result of the statewide program review of business, \$500,000 was approved in the 1987 budget, toward the goal of achieving accreditation by AACSB for programs in public institutions. The implementation plan includes a business curriculum designed to facilitate transfer of students from two-year programs into state colleges and universities.

The statewide review of education programs undertaken during 1985-86 was the largest and most complex review conducted by the Board of Regents. A highly qualified six-person review team visited 12 public and 5 independent campuses, and submitted a preliminary report in April, 1986. The final report, including a teacher manpower study assessing the state's ability to meet its future needs for teachers, will be available in November, 1986.

Computer Science is scheduled for review in 1986. Although not as complex as the Education review, this review should provide information of critical value to state economic planners as well as to the Regents and campuses.

Institutional reviews of programs in the behavioral and social sciences, fire science, police protection, and criminal justice at the public colleges and universities were also conducted during 1985-1986. Over the next two year the institutional review cycle will be completed with reviews of programs in the humanities and unique or miscellaneous fields.

Rationalization of Public Postsecondary Education

During FY 1986 the merger of Blue Hills Technical Institute in Canton into Massasoit Community College was consummated, and Roxbury Community College completed its assumption of control over the Boston Business School. In response to

concerns of the Quincy School Committee, the Board, and the Legislature, Regents' staff prepared a revised report on the provision of community college services to the South Shore area. This report recommended creation of a three-campus South Shore Community College, incorporating Quincy Junior College and Massasoit Community College.

Tuition Policy

There will be no general tuition increase for Massachusetts public higher education students in 1986-1987. In accordance with the Tuition Policy adopted by the Regents in 1984, minor adjustments were made in the tuition schedule to assure that students in similar programs pay equal, and equitable, charges. Concerned that uncontrolled increases in campus-set fees may undermine a rational Tuition Policy, the Regents have prepared a staff review of fees, and taken steps to monitor these charges and begun consideration of remedial action.

Admissions Standards

More than half a million copies of "Plan Now for College Success: A Guide for Students and Parents," were distributed to middle and high schools, in order to reach every student in grades 7 through 11 in the Commonwealth. The brochure outlines the Regents' Admissions Standards, and is designed to encourage parents to help their children plan for college. A statewide data system to monitor implementation of the standards was developed, and pilot programs were run at Fitchburg State College and Southeastern Massachusetts University. The full Admissions Monitoring System will be in place for 1986-1987.

Articulation

A Transfer Coordinating Committee, recommended in the revised Commonwealth Transfer Compact adopted by the Board in September 1984, has been formed to monitor articulation under the compact and other agreements. Implementation of the proposed business transfer curriculum, among others, will be facilitated by this coordination. A statewide committee has been formed to develop articulation agreements between community colleges and state colleges and universities in each region.

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APPENDICES

1. Guidelines for the 1986 Campus Long Range Plan Cycle
(Five-Year Enrollment Plan)
2. Board of Regents Fiscal Year 1988 Budget New Funding
Request Guidelines
3. Business Administration and Management: Current Trends
and Future Directions





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MEMORANDUM

TO: Lew Dars
FROM: Laura B. Clausen
DATE: June 18, 1987
RE: Chancellor's Special Report

Here are my initial thoughts about the outline:

I Introduction

(same as you outlined)

II Policy Initiatives

- a. Teacher Education
- b. Continuing Education
- c. Student Assistance
- d. Campus Long Range Plans
- e. Other special studies
 - 1. Affirmative Action/Presidential Searches
 - 2. Quincy/Massasoit
 - 3. Hay Report
 - 4. Collective Bargaining

III Legislative Agenda

- a. Capital Plan
- b. Budget Process
- c. Other

IV Regents' Staff

(same as you outlined but would include General Counsel issues here.)

V Conclusion

(Could lead into the Year Ahead which will follow. This special report plus the Year Ahead can serve as our annual report to the Legislature with a special cover letter.)

